

The Effect of Collaborative Versus Individual Task Planning on Iranian Upper-Intermediate EFL Learners' Rhetorical Organization in Essay Writing

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This research aimed to investigate the effect of task planning collaboratively versus individually on Iranian upper-intermediate EFL learners' rhetorical organization in essay writing. For this purpose, 32 Iranian upper-intermediate female EFL learners were ed among 57 learners of a private institute in Rasht. First, a Quick Placement Test was administered to a homogenous sample. They were placed into three groups randomly. A writing pretest was given in order to evaluate their initial writing proficiency level. In collaborative task planning class, learners worked on their writing collaboratively; while in individual task planning class, learners worked on their writing by themselves. No task planning was assigned to the control group. Finally, these groups took the writing posttest. Data were analyzed using a paired samples t-test, one-way ANOVA, and a Scheffe test. The results revealed that collaborative and individual task planning groups had better performance than control group. Moreover, data analysis demonstrated that collaborative task planning group outperformed individual task planning group. Accordingly, it is recognized that collaborative task planning is a helpful way to write a creative essay with an accurate organization, helps both teachers and learners to enjoy a friendly class, and prevents extra hours for revising an essay's organization.

Keywords : Placement Test , task planning

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